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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students to analyze and categorize work accidents, to look for potential hazards, to find out about safety training, and to organize a work safety campaign. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

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Youth Training Scheme CORE EXEMPLAR WORK BASED PROJECT

**Better safe than
sorry**

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ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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INTRODUCTION

What are work-based projects?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing.

To make the most of all the experiences which are available to trainees in the workplaces.

To start from a real task which is seen as relevant by all parties involved—trainees, workplace supervisors, trainers and off-the-job tutors.

To help trainees see the relationships between things learnt on- and off-the-job.

To base the assessment of achievement upon trainees' actual performance in tasks.

To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills—of finding out information, planning how to do things, overcoming difficulties and so on—which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately add to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

PROJECT INFORMATION

This project was initially written for a trainee in the PERSONNEL SECTION of the POST OFFICE, where a comprehensive system existed for reporting, checking and monitoring accidents at work. The trainee was reported to have gained a good background into hazards and safety factors at work and the off-the-job tutor used this to encourage the presentation of a mini-lecture on accident prevention to fellow trainees. This idea might bear repetition in the right circumstances.

The project has been altered to take account of the fact that the POST OFFICE system is so self-contained and specific. Certain of the tasks here may still need to be presented differently depending of the nature of the workplace. For example, safety training may bear the particular characteristics of the firm; the period during which the accident analysis takes place may need to be extended in a small concern; different types of accident (or worker) may need to be emphasized in breaking down accident figures. In some cases the report of the safety campaign may be presented differently (e.g more visually or verbally). The OTJ element could be used for the activities in Task 6, as well as for the type of presentation already mentioned above.

SUMMARY

The trainee is required to analyse and categorise accidents at work in a given period, to look for potential hazards and to find out about safety training and instructions. A report detailing the information discovered can then be written and a relevant safety campaign be initiated and monitored.

SUPERVISOR'S NOTES

INTRODUCTION

This work based project is designed to focus the trainee upon the CORE SKILL areas of: number; communication; practical skills, and problem-solving. Wherever possible, it is also designed to provide learning opportunities to improve personal effectiveness; to provide wider knowledge of the world of work and elsewhere; and to furnish the trainee with skills which can be transferred to other situations.

The essence of the work based project is that people learn more quickly and effectively by actually doing something.

The following notes are designed to help you, your staff, and the trainee, so that the project can be carried out with a minimum of disruption to normal work activity.

1. Where relevant, please advise other staff that the trainee will be doing the project;
2. Please ensure that the trainee has read the project details and understands what is required;
3. Please ensure that the trainee is aware of any aspects of safety, hygiene or security which might touch upon the project;
4. Please ensure that the trainee appreciates that good planning will make the task easier. Wherever possible, and before the project starts, the trainee should be encouraged to take responsibility for his/her learning by estimating time, deciding on equipment and materials, identifying possible hazards and other problems, and generally "thinking the project through".
5. Upon completion of the project discuss with the trainee the activities he/she has been engaged in. What problems were there? What has he/she learnt? Would he/she tackle the project differently?

Encourage the trainee to complete the trainee's review page.

To help in the actual practice of the skills within this work-based project, these are some specific ways you can help with the following tasks.

TASK 1

Brief the Safety Officer about the whole project. As far as possible, make sure the trainee receives guidance and suggestions, but not outright instructions or hard examples.

TASK 2

Make sure that the trainee uses headings and sections which are relevant to the workplace. Only if the survey form is totally inadequate should you suggest extensive alterations to it - the degree of assistance required may have some effect on your assessment.

TASK 3

Direct the trainee to all appropriate sources of information about accidents within the period.

TASK 4

If the trainee needs to observe a work area where she/he would not normally go, try to arrange for him/her to be there at a suitable time.

Check the trainee's observations for accuracy and thoroughness.

TASK 5

Liaise with the Safety Officer about the outcome of this report and its presentation.

TASK 6

It might be more suitable for the trainee to produce the leaflet, poster etc., during off the job training. Notice the trainee's reasons for deciding on a particular approach.

TASK 7

Go over the overall project with the trainee and discuss the best ways of monitoring future accidents.

Names

TRAINEE

SUPERVISOR

TUTOR

Times

Please fill in the table below. This will show the time you spend on completing this project. The first column has been filled in as an example. Make another table if you need more space.

DATE	16/6			
START	1.30			
FINISH	3.00			
TIME SPENT (HOURS)	1.5			

BACKGROUND

Many days are lost and much pain and discomfort caused by injuries at work.

There are many possible reasons for the number of accidents which are the cause of these injuries. It is likely that many of them could be prevented with more care and information. Your task is to find out as much as you can about the main causes of accidents which happen in your workplace, who they happen to and how they could have been avoided. The report you will write may turn up useful information about the accident rate, and the safety campaign which you can then set off may result in fewer accidents in future.

SITUATION

Any work area.

PURPOSES

Doing this project will enable you to learn more about the POST OFFICE. It will also help you to develop your CORE SKILLS (number, communication, problem-solving, and practical skills). Increasing your abilities in these skills will make it easier for you to change jobs and retrain when the need arises.

The tasks you are asked to do are outlined below, together with the most important CORE SKILLS that they contain. When you have finished each task, ask your supervisor to tell you how well she/he thought you did in the task, and record this on the Assessment Form near the back of this Project. This record will be needed to complete your Certificate at the end of your YTS year.

WBP TASK	ACTIVITY	CORE SKILL
1.	Plan and carry out an interview with the Safety Officer.	Plan how to find information. 9.7 Find out information by speaking to other people. 6.1
2.	Plan what to put on the survey form.	Plan how to present information. 9.6
3.	Analyse and transfer information from Accident Book.	Find out information from written sources. 6.2
	Group the accidents according to type.	Decide which category something belongs to. 10.2
4.	Look for and record hazards in workplace.	Find out information by observing. 6.3 Provide information in writing, and by means of tables and diagrams. 7.3
5.	Write a brief report and	Provide information in writing, and by means of tables and diagrams. 7.3
	Discuss it with the Safety Officer.	Discuss with other people how things are to be done. 8.6

- | | | | |
|----|--|---|---------------------|
| 6. | Decide the form of a
Safety Campaign

and

Plan out the Campaign. | Decide between
alternative courses of
action.

Plan how to communicate
for a particular purpose. | 10.3

9.5 |
| 7. | Monitor future
accident record and

Report back to the
Safety Officer. | Monitor safety of workplace.

Provide information by
speaking to other people in
the workplace. | 11.6

7.1 |

Each CORE SKILL is identified by number in the PRACTITIONER'S GUIDE to the YTS CORE, which contains advice and guidance on what CORE SKILLS are and their uses. The numbers are included here for ease of reference.

ACTION PLAN

TASK 1

Make an appointment to see the Safety Officer. Find out from him/her some of the common causes of injuries in the workplace. Plan out your questions carefully so you discover the information needed to do a clear breakdown of accidents later. Keep notes on what the Safety Officer tells you.

TASK 2

Use your notes to plan out and design an accident survey form. Space it out so that similar TYPES of accident (e.g. falls, machine injury), can be grouped together, and leave columns for relevant details such as "date", "location", "consequences", of the accident. It may also be necessary to record the type of job being done and whether the accident happened indoors or outdoors. You may think of other useful column headings after interviewing the Safety Officer.

TASK 3

Get permission to find out the information you need from the Accident Book. The accidents will be listed in date order, but YOU MUST DECIDE which "type" each one is and then group similar accidents together on the survey form. Fill in any other details for which you have left headings. Do this breakdown for all accidents recorded during the past 6 months. You should then have a clear idea of the most common causes and results of accidents in the period.

TASK 4

Get permission from the Safety Officer and then make a list of all the hazards you can spot in the workplace. If possible, observe inside and outside. Look out for the less obvious things which may still cause injury. Compare your list with the actual causes of accidents outlined on your survey form.

TASK 5

After comparing your information and observations, provide a brief report in writing about the main causes of accidents and the hazards that led to them. Include any ideas or suggestions about accident prevention which you think are useful.

Give a copy of the report to your Safety Officer, and arrange a meeting to discuss your findings.

Discuss any ideas you have for improving the situation, and how these ideas might be put into practice.

TASK 6

In co-operation with the Safety Officer, plan a Safety Campaign based on the most common causes of accidents and how they could be prevented. Think about the alternatives open to you. You may design a poster, a leaflet, or both. On the other hand, you may consider another method to be more effective. Whatever you decide, your message must get across clearly.

TASK 7

At regular intervals, check the Accident Book to monitor future accidents in the workplace and to get an idea whether your Safety Campaign had an effect in reducing the type of accidents which you warned about. Do this over a period long enough to form some definite opinions, and report your conclusions to the Safety Officer.

TRAINEE REVIEW

PLEASE COMPLETE THIS FORM IN AS MUCH DETAIL AS POSSIBLE AND DISCUSS IT WITH YOUR SUPERVISOR AND TUTOR.

1. Were you offered a selection of Projects to choose from? If so, why did you choose this one?
2. What did you think of it? Was it - easy, hard, interesting or boring?
3. What did you learn? (Look at the list of Purposes).
4. Did you learn something which was not on the list of Purposes?
5. Did you need help with any particular part of the Project? What kind of help did you get?
6. Were there any words in the Project that you did not understand? Please list them.
7. Do you think you could use what you learned in another job, or outside work?
8. Has this Project helped you decide whether you need further training in certain areas?

SUPERVISOR REVIEW

Please refer to Supervisor's Notes.

Please read the questions included under Trainee Review.

Please complete the Assessment Form and discuss your assessment with the trainee before initialling it to show that you both agree with the assessment.

COMMENTS:

ASSESSMENT

explanatory notes

In completing this wbp the trainee has the opportunity to demonstrate competence in the CORE SKILLS listed on the attached form.

The first two columns list the wbp Tasks and the CORE SKILLS which occur within them.

You are asked to assess the trainee's competence in these CORE SKILLS according to the amount of support from you that the trainee needed, for example:-

- 1) if a trainee is asked to "find information from written sources" and you provide the trainee with all the sources of that information, together with telling the trainee where to look in any particular source, then that trainee is obviously being given much more support in finding that information than a trainee who identifies the sources and extracts correct information unaided;
- 2) if a trainee is asked to undertake a task which involves "noticing the needs of customers or clients", and needs considerable prompting to approach a customer, then that trainee is obviously being given more support than a trainee who takes the initiative in approaching the customer.

To be regarded as fully competent in the CORE SKILLS, the trainee should need to be offered no more support than you would normally give to any experienced worker.

Most of the time job competence and CORE SKILLS competence are likely to be the same, but sometimes this may not be so. For instance, a trainee involved in machining a particular component may be competent so far as planning the work is concerned (a CORE SKILL), but may not have reached experienced worker speeds (an occupational skill).

Please tick the appropriate box and initial in the space provided, after you have discussed your assessment with the trainee and agreed any further training required.

ASSESSMENT FORM

PROJECT TITLE

BETTER SAFE THAN SORRY

WBP NO

M/13/017

DATE

TRAINEE'S NAME

SUPERVISOR'S NAME

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
1	9.7 Plan how to find information.							
1	6.1 Find out information by speaking to other people.							
2	9.6 Plan how to present information.							
3	6.2 Find out information from written sources.							
3	10.2 Decide which category something belongs to.							
4	6.3 Find out information by observing.							
4.5.	7.3 Provide information in writing, and by means of tables and diagrams.							
5	8.6 Discuss with other people in the workplace how things are to be done.							

ASSESSMENT FORM

continued.

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS: INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
6	10.3 Decide between alternative courses of action.							
6	9.5 Plan how to communicate for a particular purpose.							
7	11.6 Monitor the safety of the workplace.							
7	7.1 Provide information by speaking to other people in the workplace.							